



Early Years Foundation Stage (EYFS) Policy

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Associated documents:			
<ul style="list-style-type: none"> • Health and Safety • Safeguarding and Child Protection • Keeping Children Safe in Education • SEN 			
Links to:			
<p>https://www.diverseacademies.org.uk/wpcontent/uploads/sites/25/2018/10/Safeguarding-and-Child-Protection.pdf www.gov.uk/government/publications/keeping-children-safe-in-education--2 www.gov.uk/government/publications/working-together-to-safeguard-children--2 https://www.redgateprimary-ac.org.uk/wp-content/uploads/sites/20/2020/11/RPA-SEN-policy-September-2020.pdf</p> <p>Refer to executive summary: NSPCC Briefing on key updates to statutory guidance for schools in England – Keeping Children Safe in Education (2020)</p> <p>https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2018/08/Health-and-Safety.pdf</p>			

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Introduction

Yeoman Park is an academy designated to educate pupils with a wide range of special educational needs and disability, many of these with co-occurring difficulties. We endeavour to make reasonable adjustment for all pupils' needs and not to place any one pupil at a disadvantage in comparison with their peers without justification. Yeoman Park Academy also has a duty not to treat any one pupil less favourably than another. We provide a differentiated curriculum, specialist teaching, small group sizes, specialist equipment and an environment appropriate to the needs of these pupils. All pupils attending the academy have individual needs and receive additional targeted support where and when it is required. Special Educational Needs and Disability Policy All pupils' admission arrangements will be within the LA policy. Every pupil attending Yeoman Park Academy has an Education, Health and Care Plan (EHCP).

We offer a structure for learning which cover all 7 areas of learning within the Early Years Foundation Stage (EYFS) Framework to meet the needs of the individual child, whilst providing a rich stimulating environment. At Yeoman Park Academy, we work very hard to build strong, supportive links with parents in the belief that partnership between home and school benefits our children. Our vision is to provide a happy, safe, caring and stimulating environment where children will achieve their fullest potential, so that they can make their best contribution to society.

2 Equal Opportunities

At Yeoman Park Academy, we aim to support children with their barriers to learning. We strive to achieve equity for all, so that all our pupils have equality of opportunity and experiences inclusive of their special educational need.

The Early Years staff are committed to:

Encouraging positive role models and providing physical positive role models, displayed through toys, imaginary play and activities that promote non-stereotyped images. Books will be selected to promote such images of men and women, boys and girls and a range of abilities and difference.

Encouraging children to show a strong exploratory impulse, independently investigate, make choices and join in activities, i.e. dressing-up, shop, home corner, dolls, climbing on large apparatus, bikes, etc.

Regularly review childcare practice to ensure the policy is effective.

The Early Years aims to ensure that individuals are recruited, selected, trained and promoted on the basis of occupational skill requirements. In this respect, the Early Years will ensure that no job applicant or employee will receive less favourable treatment on the grounds of age, gender, marital status, race, religion, colour, cultural or national origin or sexuality, which cannot be justified as being necessary for the safe and effective performance of their work or training.

All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies as outlined in this document. All staff are expected to challenge language, actions, behaviours and attitudes which are oppressive or discriminatory on the ground as specified in the Statement of Intent. All staff are expected to participate in equal opportunities training.

3 Staff

Early Years Team

Mrs Lorraine Robinson - EYFS Lead

Class 1

Miss Sophie Chambers - EYFS teacher
Mrs Claire Gardella - Senior Teaching Assistant
Miss Katrina Atkins - Teaching Assistant
Mrs Tammy Blacker - Personal Care Assistant
Mrs Linda Cawthorne - Health Care Assistant

Class 2

Miss Niamh Anderson - EYFS teacher
Mrs Sally Fletcher - Senior Teaching Assistant
Miss Robyn Radford - Teaching Assistant
Mrs Suzanne Hubbard - Senior Teaching Assistant
Miss Chantelle Hubbard - Personal Care Assistant
Mr Andrew Land - Personal Care Assistant

4 The Foundation Stage Curriculum

The EYFS is based upon four key principles:

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

At Yeoman Park Academy, we provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates. Teaching and learning is child centred and experiential, delivered through a multi-sensory approach that meets all of the requirements of the EYFS curriculum, including the implementation of the Characteristics of Effective Learning.

At Yeoman Park Academy we use the Characteristics of Effective learning to plan and guide children's activities ensuring:

We reflect on the different ways that children learn, and then reflect these in our practice.

We think about how children learn, not just what they need to learn i.e. being concerned with the process not just the outcome.

We aim to:

- Provide a safe, challenging, stimulating, caring and sharing environment, which is sensitive to the individual special educational needs of the children.
- Provide opportunities for children to learn through carefully planned, purposeful play in all areas of learning and development.
- Use and value what each child can do, assessing their individual needs and helping each child to progress
- Enable choice and decision-making, fostering independence and self-confidence
- Work in partnership with parents/carers and value their contributions

- Ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, have the opportunity to experience a challenging and enjoyable programme of learning and development
- Monitor the children's progress and take action to provide support as necessary

At Yeoman Park Academy, Early Years staff focus on the Development Matters statements that work toward the Early Learning Goals.

They set the development stages and the goals expected for typically developing child, which encompasses seven areas of learning:

- Personal, Social and Emotional Development - Your child will gain skills towards being self-confident, taking an interest in things, knowing what their own needs are, telling the difference between right and wrong and being able to help with dressing and undressing. They will learn to express likes and dislikes and will increase their interests, develop preferences. They will use these skills to make informed choices and express their opinions. They will show awareness of others and learn tolerance and acceptance of each other's difference.
- Communication and Language and Literacy - Your child will gain skills towards being able to communicate their wants, needs and interests and to increase their listening and attention skills and vocabulary
- Literacy - Your child will gain skills towards reading, including early functional reading to support communication and understanding of themselves and the immediate world. Increased interest and engagement with books and stories. Early phonics skills including tuning into, discrimination and playing with sounds as well as learning phonemes and how to segment and blend to read, spell and write words and sentences, where appropriate according to ability.
- Mathematics - Your child will gain skills towards an understanding of mathematics through stories, songs, games and creative and imaginative play. They will explore multiples of amounts become comfortable with numbers through their experiences of mathematical concepts such as 'heavier than' or 'bigger'. They will be aware of shapes, patterns and measures including time, weight and money. They will learn thinking and problem solving skills functionally through daily routines and life skills activities.
- Understanding the World - Your child will develop understanding about themselves and their immediate world, including their others familiar to them. These skills will extend to increased understanding of the local and the wider world around them. They will explore and find out about the world around them, noticing, commenting and asking questions about it. They will build with different materials, know about everyday technology and learn what it is used for. They will find out about past events in their lives and their families' lives. They will find out about different cultures and beliefs.
- Physical Development - Your child will gain skills towards the sensory and physical regulation of their body. Learning to move confidently, controlling their body and handling equipment. They will also develop manipulative and fine motor skills, including pencil control
- Expressive Arts and Design - Your child will engage with the sensory experience of making marks. They will explore colour and shapes, movement and dance, engage in the process of making things, exploration and experiencing events and stories and making music. They will also engage in imaginative play, where appropriate to ability.

The Learning Environment

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience. We ensure that children feel

secure and confident and are challenged to develop their independence. Activities are planned for inside and outside. The learning environment is flexible and changeable to provide the correct amount of adult modelling and structured learning whilst providing independent investigative activities that encompass the principles of each of the seven areas of learning and that develop the children's characteristics of effective learning. Children are encouraged throughout the Foundation Stage to become independent learners and take some responsibility for their own lines of enquiry and investigation.

5 Assessment

In the final term of the year in which the child reaches age five, the EYFS Profile is completed for each child. The Profile provides parents and carers and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels and their readiness for Year 1. The Profile reflects ongoing observation; all relevant records held by the setting; discussions with parents and carers, specialist professionals such as occupational and physio therapist and speech therapist as well as any other professional or adults whom the teacher, parent or carer judges can offer a useful contribution.

Our teacher's formative assessments are made on the basis of observations and knowledge of the whole child and are recorded on Early Years software, produced by B Squared, a software package which we use to track pupils' attainment and progress. Other special educational needs based assessments are used in conjunction for finer assessment of small steps of progress.

Each child's level of development is assessed against the Early Learning Goals. Our teachers indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). This is the EYFS Profile. This profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning is shared with the teacher as they begin Year 1.

Parents play an important role in our observation and assessment and are given opportunities to discuss the development of their child at regular parent meetings. A child's progress towards the Early Years Profile assessments are discussed at parents' evenings and the results of the assessment are shared with parents/carers in an annual report. If a child moves to a new school during the academic year, the original school sends their assessment of the child's level of development against the early learning goals to the one receiving the child.

6 Classroom Supervision

Our staffing ratios adhere to those set out in the Statutory Framework for the Early Years Foundation Stage and is of a higher ratio due to the complex needs of the children [changeable according to the care and educational needs of children].

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

7 Safeguarding

We know that children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. At Yeoman Park Academy, we strictly adhere to the safeguarding and welfare requirements specified in The Statutory Framework for the Early Years Foundation Stage.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf which are designed to help us create a high-

quality setting which is welcoming, safe and stimulating and where children are able to enjoy learning and grow in confidence.

All our staff receive regular training to understand our safeguarding policy and procedures and ensure that all staff have up-to-date knowledge of safeguarding issues.

8 Health and Safety

We ensure that all staff receive induction training to help them understand their roles and responsibilities. Induction training includes information about emergency evacuation procedures, safeguarding, child protection and health and safety issues. We ensure that support staff undertake the appropriate training and professional development opportunities, to ensure we offer quality learning and development experiences for children that continually improves.

Risk Assessments are carried out in all areas on a daily basis by the Early Years staff. New hazards are reported to the designated Site Manager, Mr D Walker. Staff should report any issues or concerns to the Site Manager as soon as they arise. New risks or hazards will be logged and remedied by the Site Manager and the support services manager will also be made aware if it is in need of immediate emergency support.

9 Qualified Staff

The following staff are trained to deliver Paediatric First Aid (level 3): Miss R Radford, Miss Katrina Atkins, Miss Sophie Chambers

First aid boxes are located in both Nursery and Reception. The contents of the first aid boxes are regularly checked and replenished by Miss R Radford.

Recording accidents and informing parents:

Members of staff who deal with an accident/incident must fill in a form and the Academy Principal, Early Years Lead/Class teacher must be notified.

For minor injuries, parents will be informed of the accident by the end of the day.

For more serious injuries, including head injuries, or if we are concerned for a child's health, parents are contacted immediately by phone.

10 Medication

Please see the academy, 'Administering of Medicines Policy' <https://www.redgateprimary-ac.org.uk/wp-content/uploads/sites/20/2020/12/Medicine-Administration-RPA.pdf> also refer to the managing medication in schools and Early Years settings outlined within the above policy.